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GOVERNMENT OF PUERTO RICO
DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
SAN JUAN

ADDRESS ALL OFFICIAL COMMUNICATIONS TO THE COMMISSIONER OF EDUCATION SAN JUAN, P. R.

October 31, 1935.

Form Letter No. 46.

Re: EVALUATION OF SUPERVISORY ACTIVITIES.

To Superintendents of Schools.

Ladies and Gentlemen:

Form and Circular Letters of former years discuss in full some of the problems of supervision and administration that require special attention. The recommendations made in these letters will receive emphasis this year also. Officials from the Central Office will continue the appraisal of results secured by district supervisors in the phases of supervision discussed in those documents.

There are other problems affecting supervision and administration which should be made the subject of special discussion at meetings of the local supervisory councils. The ones listed below might be considered among others selected by the district officials.

1. Retardation.
2. Holding Power of the schools.
3. Causes of pupils' absences.
4. Social Work; discussion of possible solutions to community problems with the help of the social workers.
5. Coordination and integration of curriculum material.
6. Simplification of records and statistics kept by teachers.
7. Flexible promotions.
8. Extra-curricular activities and how to control them to avoid interference with the social work and with the school spirit.
9. How to provide continuity in all supervisory activities.

10. The technical aspect of supervision vs. the mechanical.

11. The personal attitude vs. the professional.

Supervisory activities in their technical aspects should be so simplified that the average teacher will understand everything discussed or suggested. Supervisors should take into account the individual differences of those working under their guidance.

The attempt to cover too much ground by simultaneously attacking various phases of the work, is another generalized defect of supervision. In its quantitative aspect, supervision should not be carried to such a point as to impair the quality of the work. Supervisory problems require a scientific attack. To proceed at random and hastily is not a commendable practice. Every problem requires critical analysis, careful planning of an improvement program, an intensive and detailed consideration of the problem of guiding teachers individually, and frequent checking by means of valid criteria, in order to adjust the whole process to the actual needs of the situation and to determine the progress attained.

The following list of items to observe will be used by officials of the central office either to discuss or to check those phases of supervision emphasized in the past.

I. Plans of Supervision-

A. The formulation of the objectives

1. Factors considered

a. Aim of education.

b. Results of a survey of the products of instruction and the probable causes of poor work; the pupils, the teachers, the subject matter, the teaching, the learning, the materials of instruction, and the physical environment.

c. Attainments of the supervisory activities carried out the year before. (A careful analysis of the results of last year's activities should be made. Objectives left over from last year's plans of supervision should be incorporated into the new plans.)

2. Means used and procedure followed in surveying the situation.

   a. Validity. (Is the supervising official measuring the one phase of the work in which he is, for the time being, interested?)
   b. Reliability. (Is he using accurate and dependable means for making his measurement?)

   c. Objectivity. (Are his results such that they could be duplicated by other persons working under similar conditions; or do these results depend upon his own personal viewpoints, reactions, criteria?)

3. Teachers' cooperation.

B. Means, devices, and procedures to be utilized in the attainment of the objectives.

1. Stated specifically and clearly, in outline form.

2. Supplemented by more detailed explanations as the plan is in process of development.

3. Correspondence between theoretical planning of means, devices and procedures and the proper application of these in actual practice.

C. Criteria, checks or tests for evaluating the outcomes of the plan.

1. Evaluation of the results of all the objectives.

2. Validity, realiability and objectivity of all measures or criteria of success.

D. Flexibility.

1. Elements that assure flexible execution.

   a. Number of objectives.
   b. Teachers' attitude.

E. Function of the supervisory council in coordinating the plans of the various supervising officials in the district.

II. The Supervisory Council-

A. Organization.

1. Made up of all district supervising officials.

2. Presiding officer.

b. Nature of the work done.

1. Cooperative projects or enterprises, experiments, and investigations initiated and planned by the council.

2. Fundamental problems pertaining to the organization, administration, and supervision of the local school system discussed critically.

3. Professional study carried on.

C. Methods of conducting the proceedings.

1. Meetings carefully planned in advance.

2. Provision for all to participate.

3. All discussions conducted in a true professional spirit.

4. Dogmatism and authoritative attitude of the superintendent avoided.

III. Visitation and the Technique of Criticism.

A. Planning the visit.

1. Purposes, number, frequency, and distribution of visits.

2. Criteria used to determine No. 1.

3. Correspondence between the theoretical plan and actual work classroom visitation.

B. Nature of classroom visits.

1. Observation of classroom exercises and inspection of records, materials, in a word, of all factors conditioning teaching and learning.

Su antecesor le dejó mucho a la situación y se entregó al Cacique. Antes de irse destruyó los planes del año anterior y demás información relacionada con la organización y estado general de las escuelas. Además, prometió difundir una nota explicativa en el Cacique en contra de sus sucesores.

2. Demonstration teaching.

3. Testing the children.

C. The individual conference.

1. Note taking as a basis for the conference.

2. Genuine stimulation of the teacher, creating in her a favorable attitude.

3. Preparation for the discussion.

D. Procedure

1. Planning the work (See No. I above.)

2. Objectives of the superintendent's plan of indirect supervision.

a. In terms of activities aiming at the improvement of the administrative and supervisory work done by assistants and principals.

b. In order of importance as determined by the most urgent needs of the district.

3. Working through the Supervisory Council (See No. II above).

a. Avoid offering the teachers direct suggestions or recommendations. All preventive or corrective work should be done directly by the supervising official in charge.

b. All means, devices, and procedures used should be in harmony with sound principles of supervision.

Superintendents will please place a copy of this letter in the hands of every supervising official in their districts.

Very cordially yours,

Signed-- PEDRO A. CEBOLLERO,
Assistant Commissioner.

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Joaquín

1 < Mrt. 8 Teacher in charge Principal Tot. Superficie 17 Sq. M. 3

1 " 12

1 " 10 muertos R — 1 — 2 + 25 gente perjudicada y baja sup.

3 escuelas R — 1 — 2 + 10 muertos

2 escuelas Depto BE — 2 — muertos bien profundos.

Distrito de Escolar Zona

cafetera. Poco recurso económico.

Habitantes de la zona rural muy pobres en terrenos generales. Abunda la anemia.

y hay un serio problema en la asistencia escolar.

Zona urbana — Vive generalmente bien

3 o 4 familias cuotas. Hay existe un

hiene el Centro Local en lo econó-

mico, social y político. El jefe de

esta familia es el encargado local.

Hombre inteligente, bueno en el fondo,

pero no acostumbrado a que se

le discuta su criterio. Esta familia

esta reunida en los días de

Explic. Sp. Sch. Bull. - Ref. Basic Facts - Statistics - Institutions